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EDITORIAL NOTES

INDUSTRIAL NATURE-STUDY

The amount of timber taken from the forests of the United States is so great that if piled solidly in a mass one mile wide and one mile high, it would produce a pile more than 852 miles in length. Such a stack of wood would extend almost from Chicago to New York, or from Chicago to New Orleans. We take from our forests 260 cubic feet for each inhabitant of the United States, while the per capita consumption of timber in Germany is 37 cubic feet and in France is 25 cubic feet. Though this annual cutting exceeds by $3\frac{1}{2}$ times the annual growth of new timber, and though some improvement has been made in our forestry methods, still one-fourth of the standing timber is lost in logging processes, and in milling from one-third to two-thirds of the amount delivered at the mill. For forty years forest fires have destroyed an annual average of fifty lives and \$50,000,000 worth of timber.

The United States produces "one-fifth of the world's wheat crop, three-fifths of its cotton crop, and four-fifths of its corn crop." But our wheat fields of 50,000,000 acres yield an average of only 14 bushels per acre, while the wheat fields of Germany and England yield respectively 28 and 32 bushels. Our 100,000,000 acres of corn fields yield an average of 25 bushels per acre, although our best agricultural colleges and progressive farmers have demonstrated that 100 bushels and more per acre may be produced on good soil by proper tillage. Our farm crops annually lose through injurious insects an amount estimated at \$659,000,000, and farmers and horticulturalists lose through plant diseases additional hundreds of millions of dollars annually. Preventable diseases are largely unprevented, and securable benefits from more intelligent application of knowledge of industrial science are largely unsecured.

The other side of this wastage of natural resources is the interest growing almost month by month in correcting our national besetting sin. And the increase in our national income arising from industrial methods improved by science and practical intelligence arouses not only the absorbing interest of technical and business men. It offers material of equal interest and import for education.

**Educational
Value of the
Efforts to
Correct
Waste**

The motto of efficiency in education can be read from this point of view—education in efficiency. The effect on children of studying the increase of the return from industrial processes through the scientific intelligence is distinctly moral.

The point of view has equal value in organizing the work in nature-study. It gathers the study about specific industries and specific localities. It relates the plant and animal life to each other and the human interests that must after all be the center of all children's interest. Nor need we fear the narrowing effect of the objectionable type of industrial training. The application of science to agriculture, to lumbering, and the manufacture of their products does not mean drill in formulae, but the study of plant and animal life, in its relation to the occupation and locality; the study of savings in human life and well-being. It approaches the study at the point at which system and a better order are being introduced in the industry, and this means an order in the relation of the things studied as well. It means interest in these callings, and their methods. It carries with it the appreciation of their function and value in the community. Nature-study can most profitably be organized and developed from the standpoint of industrial agriculture and forestry. It has already proved its pedagogical value in both elementary and secondary schools.

**The
Organizing
Value of the
Standpoint for
Nature-Study**

O. W. C.